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ABSTRACT

Prepared as part of the National Dissemination Project to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students, this paper focuses on the job development concept. Career education deals with all three domains of learning--cognitive, affective, and psychomotor; job development deals with the individual application of these cognitive, affective and psychomotor skills to a specific occupation. The job development concept implies occupational mobility, and it entails career education as a process in which job development is an intermediary stage. Job development also calls for the coordinated efforts of school guidance and school instructional personnel. Occupational information should be included in the regular curricula. An open-ended curriculum allows for novel combinations of courses, leading to occupational training not otherwise possible. Program development begins with the identification of the specific problem, followed by the design of a suitable program. Implementation of a well-designed program includes ongoing measurement of the program's progress and an overall appraisal of the total process of the program. The difficulty of planning, designing, and implementing a job development program varies with the degree of the college's commitment to the concept. (DB)

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JOB DEVELOPMENT: WHAT IT IS AND HOW TO DO IT

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Washington State University

A report of the
National Dissemination Project
for Post-Secondary Education

June, 1974

Research & Planning Office
Washington State Board for
Community College Education
815 N.E. Northgate Way
Seattle, Washington 98125

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FOREWORD

This report was prepared for the National Dissemination Project to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students through planning.

The National Dissemination Project is an outgrowth of earlier projects funded or sponsored by the Office of Economic Opportunity to develop comprehensive educational services for the disadvantaged, and to provide institutional support in program development. One of its major missions is to provide information and assistance to planners and educators at the community college level, by responding to their requests for specific data and reports.

This report is the result of a national poll conducted by the National Dissemination Project, which identified the topics on which most respondents indicated a need for further information. The response to our poll was sufficiently large to indicate that there are certain "key" concerns felt by community college persons across the U.S. Each of our reports addresses such a national concern; and, it is hoped, provides the kinds of information that will be of help to those requesting it.

We would like to extend our special thanks to Dr. Raymond E. Schultz, and the graduate division of Washington State University, for their assistance in preparing this series of National Dissemination Reports. The work put in by Dr. Schultz's "team" on all these topics represents a distinguished contribution to knowledge on community college concerns.

The National Dissemination Project will continue until August 31, 1974 to provide information and assistance to help individuals, colleges and systems better serve the needs of students, primarily those classified as "non-traditional" and "disadvantaged."

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JOB DEVELOPMENT:
WHAT IT IS AND HOW TO IMPLEMENT IT

BACKGROUND

The Job Development concept holds much potential for making community college education more relevant for career oriented clients, but it is not a new idea. It began with Frank Parsons, often considered the father of vocational guidance, when he and his associates in 1908 went out into the community of Boston to assist students in finding jobs.[1]

What is new about Job Development is its changing emphasis, brought about by the impact of career education and by client-centered approaches to vocational counseling.

The function of this paper is to review these influences as they relate to Job Development, and to provide guidelines for administrators of community colleges in the implementation of Job Development programs.

Simply defined, Job Development deals with the transition of a student from the school to gainful employment. While career development might include all efforts to assist a student in personal preparation for making realistic vocational choices from grade school along to community college, Job Development deals only with the final transition of the individual from educational institutions and formal training to a specific initial occupational position.

Parsons identified three areas of preparation needed for an individual to make a realistic and wise vocational choice: "(1) a clear understanding of yourself, your aptitudes, abilities, interest, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages, compensations, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts."[2]

The "development" part of Job Development stems from the theory of occupational choice advanced by Eli Ginzberg and his associates.[3] First, occupational choice is a process, not an event. Secondly, the process is irreversible, like history, since people's experiences and their socio-economic background are major factors in their basis of selection of an occupation. The process climaxes in a selection which is compromise between their interest, their capacities, their values, and their opportunities. Fourthly, the process divides itself roughly into three stages: a) the fantasy choices of infancy ("I want to be an Indian chief"); b) the tentative choices of early adolescence ("It's either gotta be a lawyer or a politician, Mom"); and c) the realistic choice, usually occurring in late adolescence and early adulthood, involving the exploration, crystallization, and specification of occupational interests. *

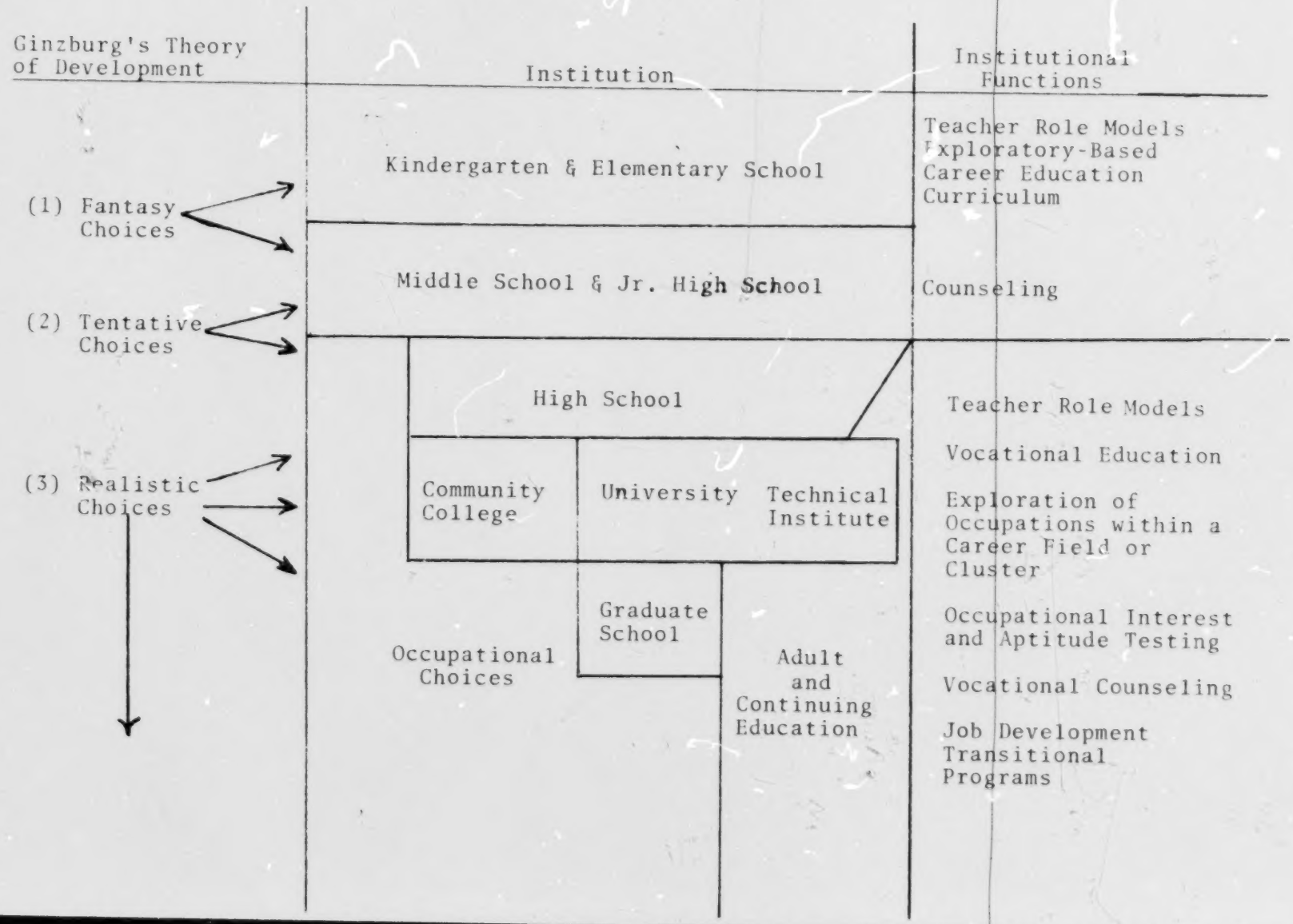
Because Job Development is the climactic stage in the process of occupational choice, it is part of "career education."

"Career education" is a term initiated by the former Commissioner of the US Office of Education, Sidney P. Marland. In a speech at

* See Diagram 1

DIAGRAM 1

CAREER EDUCATION AND JOB DEVELOPMENT



the 1972 convention of the American Association of Community and Junior Colleges, Dr. Marland explained, "Career Education is to free Americans by preparing them to make intelligent choices from the entire range of options including the liberal arts degree for those who want it as well as the respectable skill or craft for those who want it."[4]

In this context, careers are not static items, but rather roles that persons find themselves occupying so long as they are personally viable.[5] The concept includes Ginzberg's idea of career development as a process that is on-going throughout life, and Super's[6] notion that vocational development is one aspect of an individual's development of self-concept.

Career Education deals with the psychological adaptation of the individual to the aspect of society often labeled the "world of work." Educational institutions may become involved in the process of experience which constitutes the career education of the individual in proportion to the degree they commit themselves to do so.

In their attempts to become institutions in their own right, and not to be "junior" colleges mirroring the efforts of senior colleges or technical institutes, community colleges have often used career education as a class of instruction, limited only to skill training or technical education for students not planning to continue their education beyond the specific training program.[7] But Career Education, and consequently Job Development programs,

should not be limited to specific sets of occupations; nor should they be limited to training in the skills of an occupation. All education, general, liberal, and technical, should relate to the life of the individual to be meaningful, and the world of work constitutes a major segment of the social reality for individuals in our society. In order not to give preference to one curriculum over another, all fields of instruction should make efforts in establishing Job Development orientations to instruction.

Career education deals with all three domains of learning--- cognitive, affective, and psychomotor. Job Development deals with the individual application of these cognitive, affective, and psychomotor skills to a specific occupation. A Job Development program, therefore, should not be based on the assumption that a particular job is the final outcome of the educational process, or that the skills the individual has learned have only one applicability. On the contrary, the Job Development concept implies occupational mobility, and it entails career education as a process in which Job Development is an intermediary stage.

The number of students projected to enroll in colleges in the next ten years is a declining figure. There is evidence of a growing dissatisfaction with higher education that does not lead to occupational opportunities.[8] This is not necessarily a problem inherent to liberal arts curricula, per se, but to the lack of coordination between vocational guidance and instruction, and the lack of assessment of job markets. Such consideration should be integral to a Job Development program.

College educators sometimes fail to recognize that they compete for students with various business, government, and proprietary school educational programs.

The community college, with its philosophy of community service and the open-door campus, with its immediate contacts with the economic institutions and personnel of the community, is in an ideal position among educational institutions to provide intensive education in the skills needed by a variety of occupations, and to correlate the needs of the individual with the needs of the job market.

However, outside the scope of educational institutions, it may be competing with the training programs of a major community industry which has a greater ability to assess its manpower needs and can guarantee employment to its training program graduates.

Likewise, the proprietary school, through special arrangements with specific industries, can guarantee jobs to its graduates, as is the case of many graduates of government-operated training programs.* Community college programs consequently need to maximize the relationship of their educational curricula to employment opportunities of their graduates.

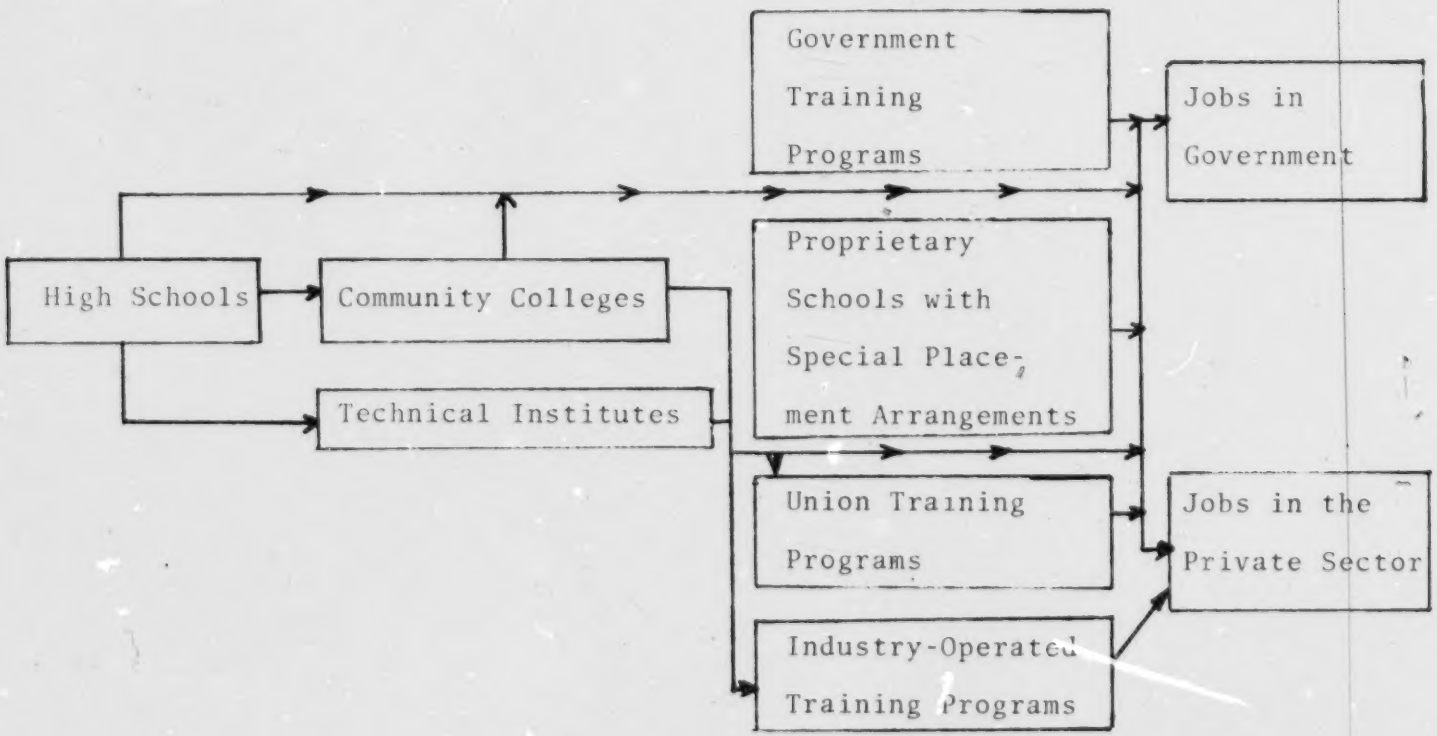
GUIDANCE SERVICES AND JOB DEVELOPMENT

Job Development is basically in integrational concept. It calls for the coordinated efforts of the traditionally separate functions of school guidance and school instructional personnel. The guidance services and the instructional efforts should maximally correlate

* See Diagram 2.

DIAGRAM 2

RELATIONSHIP OF COMMUNITY COLLEGES TO OTHER FORMS OF OCCUPATIONAL TRAINING



to the career exploration and career goal formulation of individual students in order to hold the most relevance to them. Guidance services have usually included five segments: counseling, testing and evaluation, information services, follow-up and research, and placement. While all five segments would be involved in a total career education program, only certain aspects of each would be relevant in consideration of implementing a Job Development orientation.

Under traditional arrangements, the responsibility for curriculum development has rested with the instructional staff. The responsibility for vocational counseling, placement, and the other guidance services has been solely delegated to the guidance staff. The roles, offices, and facilities of instructors and guidance personnel have been usually separate and autonomous. The curriculum has often been a smorgasbord of courses based on the interests and specialities of the instructors.[9] Any guidance a student might seek would have been independent of his studies. Nearing graduation, the student might have sought out a placement officer who had little contact with the particular course of study of the student; yet, the placement officer would be responsible for assisting the student in locating employment, further education, or further training in the field of his interest.

There were a number of difficulties inherent in such an arrangement.

Because of the separation between placement and instruction, the curriculum tended to become categorical. A person who studies welding would be directed toward becoming a welder, although that skill might

be of equal value to the occupations of industrial arts teacher or of artist. The person who studied history would be directed toward becoming an instructor of history, even though that body of knowledge might also be of value to those occupations related to the publicity of travel, either in a state travel bureau or a private travel company.

Thousands of new occupations have come into existence and hundreds have all but disappeared in the last decade. It would be unreasonable for a community college to support curricula leading to each of the 30,000 occupations listed in the Dictionary of Occupational Titles. A way to increase the breadth of utility of existing curricula, then, would be to devise a system whereby the diversity of applications of knowledge and skills learned by students was stressed. Job Development, to be successful, must necessitate the inclusion of occupational information into the regular curricula.

Including relevant occupational information could be organized in a number of ways. One of the more conspicuous ones would be to require guidance information services personnel to meet with faculty curriculum committees, on either a divisional or departmental level, perhaps on a quarterly or bi-monthly basis. Another option would be for information services personnel to provide in-service training for the instructional staff. In any case, it would be desirable to make specific personnel assignments to particular curriculum areas.

Follow-up and research guidance personnel could also make valuable contributions to area curriculum committees. This also could be accomplished on a quarterly, bi-monthly, or in-service basis.

Research and follow-up personnel could inject information regarding recent developments in the job market, in the diversity of application occupations, in the success of program graduates, and in community reaction to the specific educational area into curriculum area considerations.

A thrid segment of the guidance services which should become involved in the Job Development program of a field or curriculum area would be the placement officer. The most desirable situation would be the establishment of a permanent liaison from the placement office to each broad curriculum area of the college. Together with the instructional staff and its advisory committee, the placement officer may contribute information regarding the success of the educational program in providing occupational opportunities. Likewise, the instructional staff and the advisory committee could create an on-going source of information to the placement office on the particular attributes of their curriculum to both graduating and potential students.

Such organizational restructuring as the inclusion of information services, research and follow-up, and placement of personnel from the guidance staff in individual curriculum areas can be accomplished by restructuring the responsibilities of information services personnel, placement officers, and reserach and follow-up staff. In some cases, it may become necessary to increase the staffing in these areas to accomplish these Job Development functions, but the rewards will be a greater coordination of the teaching efforts and its utility to the students upon leaving the college.

INSTRUCTIONAL DIVISIONS, FACULTY AND JOB DEVELOPMENT

Except for a few community colleges where truly integrated curricula have become incorporated, the transfer function has remained the major orientation of two-year college programs.[10] Traditional curricula have been atomized, and such atomization had led to vocational channeling of students into a select few occupational opportunities directly related to traditional disciplines and fields of study.

Inter-field, interdisciplinary program planning for students can break such vocational channeling. An open-ended curriculum can allow for novel combinations of course work, leading to occupational training otherwise not possible.

The role of counseling in the school has often been misunderstood by instructors and administrators. Instructors cannot be counselors--either personal or vocational--because they are primarily perceived as teachers by the students.[11] Personal and vocational counseling may be desirable to assist individual students in developing the ability to make intelligent occupational decisions. In setting up a Job Development program, instructors should become aware of the advantages and conditions where counseling could be of benefit to the students.

A second component to instituting Job Development into the curriculum would be to include vocational-interest and aptitude testing. A student needs this information in making occupational decisions.[12]

Once the student has developed a basis for making realistic occupational choices, the present curriculum can be adapted to his

individual needs. Work-study programs, class projects and simulations can be offered that will provide career exploration in the field of his interests.

Observation of actual working conditions, administered in a systematic fashion has been shown to be another valuable component of career exploration.[13]

A combined effort by the advisory committee, the instructional staff, and the vocational guidance personnel can bring about an organized sequence of learning experiences in the last stages of the students' education, to prepare him for the transition to the world of work.

Robert Hoppock has made an extensive and particularly valuable guidebook of occupational information techniques, and methods in instituting them that would be valuable to this end.[14] A Job Development facilitator could meet with members of the instructional staff and advisory committee of a curriculum area and a representative of the guidance staff to devise systematic programs utilizing these techniques.

THE PROCESS OF PROGRAM DEVELOPMENT AND IMPLEMENTATION

There is a mountain of literature on the process of program development. It is not a static concept; writers have attempted to describe, define, classify, and conceptualize the essence of "program" within various contexts and applications. Because the term communicates so many divergent images, people have had great difficulty in dealing with its ambiguity.

Our object is not to consider these diverse variations regarding program development and implementation, but rather to (a) summarize the ways program can be made useful and practical, to (b) examine the key concepts, and (c) to provide a model of program development useful as a guide to organize a Job Development program.

Because program development is viewed diversely, it seems best not to conceive of it as a simple, narrow process of establishing an administrative structure for a program. It is perhaps better to look at it as a series of events interrelated in their efforts to bring about an optimum end--the Job Development program.

Programs usually take place at three levels--the community level, the institutional level, and the individual level. At the community level, the program is the sum of all the options and opportunities available to an individual which may bring about a given learning objective. The institutional level includes all educational activities, again related to that given learning objective. The individual level includes all the personal activities and learning pursuits that one person might follow in obtaining that given learning objective.

If we were to look at Jane Doe emerging from a community college without a job development program, these three levels would be found recorded in three separate locations.

At the community level, Jane's job development record would be found on the work experience section of her job applications. At the institutional level, Jane's job development record would be found on school transcripts. At the individual level, perhaps her diary

or her counselor's file would give some impression as to the relationship her school and work experiences had to her aptitudes, abilities, and interests in preparing for and gaining employment and satisfaction in her chose occupation.[15]

Program development begins with the identification of the specific problem. What kind of Job Development program is desired or needed in the particular environment of your institution? To what degree should a commitment be made to the overall concept of career education in the development of a program of Job Development? What broad outcomes are desired which have lead to the consideration of a program? Identifying the problem is a process that holds true for both institution-wide and departmental level program planning.

A second step is a judgement regarding the appropriateness of the program. The kind of Job Development program that is best for the present curriculum and the college clients should be decided. Is the commitment to the program too demanding of time, effort, facilities, or funds to warrant the change?

Following the identification of the problem and consideration of the appropriateness of the program, a statement of objectives should be written.

Because a Job Development program is an integrational, cooperative effort, no aspect of the program development, especially the objectives, should be unilaterally derived. The guidance staff, the instructional personnel, the advisory committees, the students and the administration should be represented in the formulation of objectives. Because policy formulation is a political process,[16] it is crucial to neutralize

by inclusion all potential forces and interests involved. Nothing could be more damaging to a new program than that of it becoming the special project of one interest group in the college.

The objectives developed should be comprehensive. Objectives should be devised for personnel roles as well as the Job Development instructional process. Objectives should be written for the administration of the program, and for the nature and degree of student input into its operative and evaluation. Objectives should be included for all segments of the guidance staff as they are involved: counseling, testing and evaluation, information services, research and follow-up, and placement. Only when concrete outcomes have been established for all aspects of the program can it be successfully implemented and evaluated.

The next step in program development would be the design of a suitable program. Methods, such as vocational interest and aptitude testing, work-study assignments, class simulation projects of actual working conditions, should be selected according to their appropriateness for bringing about the specified objectives. Staff roles and responsibilities too should be specified in a manner to meet the objectives written. The steps and pacing of the educational process of each program should be clearly identified. The time and facilities to be utilized by the program should also be established.

Designing the program will vary according to the way the problem was defined. A format should be part of the design. It should state whether the program will be classroom oriented, industry oriented, or both.

Leadership is an important factor in the design. Who will assume the overall responsibility for the program implementation from the administrative level to the classroom level? What the criteria will be for selecting those people for leadership roles should be included.

The refined and final drafting of methods should be included in the design. Often the learning to be acquired helps determine the methods to be used. Materials used in the program should be categorically separate in the design. They are separate items in relation to their availability and their appropriateness.

An important aspect of the design is group morale. Specific plans should be made to ensure that there will be a cooprative working relationship between all concerned in the learning process. Only when there is an atmosphere of common purpose will the program move swiftly toward its objectives.

The design should address itself also to individualization. Because no two people have the same goals, interests and aptitudes, explicit provisions should be made in the program design for flexibility in meeting individual needs.

One of the last steps in designing the program is making clear to all participants and interests what the expected outcomes of their participation should be. Often it is necessary to include, as part of this, a definition of what means will be used to arrive at the goals of the program. This provision will help reduce confusion, nonproductive tension, and frustration that result from poor planning.

Effective planning involves all the participants. It is only through such planning that all parties understand from the outset what is to be measured, how it will be measured, and when it will be measured. The decision on how the Job Development program will be measured is the final step in the design process.

Prior to the implementation of the program, provisions for administrative support not directly involved in the program should be established. Guidance services not included in the program can provide program participants--the administrators, the counselors, the students, and the teachers--with reinforcement at various times and for various psychological and sociological reasons, including the felt needs for achievement and recognition, belonging and status.

Administrative support, needless to say, should include adequate funds to conduct the program. However, an alternate funding proposal should be made in case funding does not meet the expectations of the program designers. Also, if more funds become available, the program should be prepared to utilize them in an organized and effective manner.

Many well-planned programs have failed because the planners have failed to communicate the program to all of the segments of the community concerned and interested. Public relations is a crucial factor in the success of the program. It is wise to plan ways to develop good working relationships with all the persons and groups that might be concerned with the program.[17]

A well designed program is one which implementation follows naturally and easily. Implementation is the stage upon which the

design performs, and demonstrates the quality of the policy formulation that went into it.

Critical parts of the actual implementation are the on-going measurement of the progress of the program and the overall appraisal of the whole process of the Job Development design. Measurement is often labeled evaluation. The questions it addresses itself to are: Were your state objectives met? Were the students employed? Evaluation is an overall and on-going process, beginning with the implementation of the program, and performed at predetermined time intervals.

Appraisals of the whole process of the program are sometimes overlooked by planners because they assume it will be tacked on at some future time following implementation. However, the program plan should be viewed in its entirety to see if the procedures established were performed and whether they were best for the situation. Problems which become apparent in the appraisal segment of the program implementation become new problematic situations which should initiate new processes of planning. If appraisal is a planned component of the program design, adaptability and flexibility will be inherent to the program.

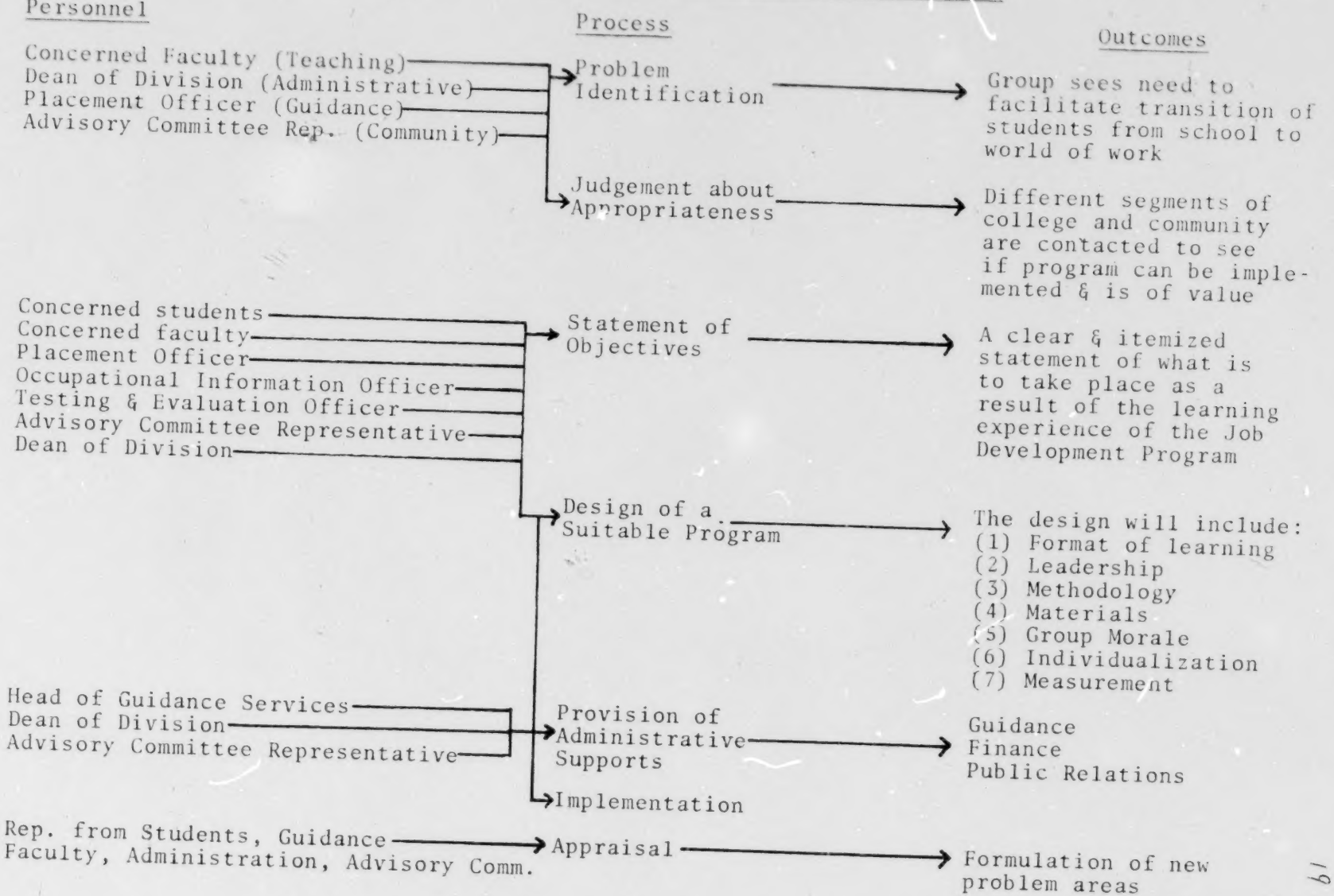
CONCLUSIONS

The difficulty of planning, designing and implementing a Job Development program will vary with the degree to which the college commits itself to the concept. An instructional division or department should be able to be able to design and initiate a Job Development program within an academic year.* The steps in program development could be paced in two-month intervals.

* See Diagram 3 for a basic format.

DIAGRAM 3

DIVISIONAL OR DEPARTMENTAL LEVEL PROGRAM DEVELOPMENT


Personnel
Process
Outcomes
Concerned Faculty (Teaching)
Dean of Division (Administrative)
Placement Officer (Guidance)
Advisory Committee Rep. (Community)
Problem Identification
Group sees need to facilitate transition of students from school to world of work
Judgement about Appropriateness
Different segments of college and community are contacted to see if program can be implemented & is of value
Concerned students
Concerned faculty
Placement Officer
Occupational Information Officer
Testing & Evaluation Officer
Advisory Committee Representative
Dean of Division
Statement of Objectives
A clear & itemized statement of what is to take place as a result of the learning experience of the Job Development Program
Design of a Suitable Program
The design will include:
(1) Format of learning
(2) Leadership
(3) Methodology
(4) Materials
(5) Group Morale
(6) Individualization
(7) Measurement
Head of Guidance Services
Dean of Division
Advisory Committee Representative
Provision of Administrative Supports
Guidance
Finance
Public Relations
Implementation
Rep. from Students, Guidance Faculty, Administration, Advisory Comm.
Appraisal
Formulation of new problem areas

The commitment of the entire college to the institution of an overall Job Development orientation will take somewhat longer. The process of planning can be operated either by instructional division or on an interdisciplinary basis. In either case, once an overall commitment has been reached by the college members, each segment of the program will have to be concretely arrived at, in the same manner as an individual divisional program. Six months could be devoted to crystallizing an overall program design, followed by a year of planning of individual programs within the omnibus framework, finalized by coordination planning of the individual program.

In all cases, the process orientation of Job Development and of program planning should be noted. The more extensive the program, the longer it will take to adequately plan it. The more avid the commitment of the college personnel to the program and the concept of Job Development, the more rapidly the planning will proceed.

Commitment of all concerned is essential to the success of the program. Job Development is not an overall answer or philosophy that will meet the needs of all the clients of the college. It can provide a smooth transition from college to work, or to further training in a particular school for students. However, not all students are interested or committed to career-oriented programs. Likewise, there may not be adequate desire to expend the personnel time, facilities, and administration to such a program.

Nevertheless, Job Development can be an initiator of new directions for both the instructional and guidance staffs of community colleges. Because of its inherent link with career education and

client-centered approaches, it also can become a springboard for further learning activities centered around those concepts.

FOOTNOTES

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[2]Frank Parsons, "The Vocation Bureau," The Arena (July, 1908), and Choosing a Vocation (Boston: Houghton Mifflin, 1909), p.5.

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[5]E. A. Friedmann, "Changing Value Orientations in Adult Life," in Hobert W. Burns (ed.), Sociological Backgrounds of Adult Education (New York: Syracuse University, Center for the Study of Liberal Education, 1964), pp. 39-43.

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[7]For example, not the use of career education in Amo De Bernardis, "What Career Education Means for the Community College," Community and Junior College Journal, XLIII (May, 1973), 9.

[8]Arthur M. Cohen and Florence B. Brawer, Confronting Identity: The Community College Instructor (Englewood Cliffs: Prentice-Hall, 1972), p.19.

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[10]Ibid., p. 123.

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[12]Weston H. Morrill and David J. Forrest, "Dimensions of Counseling for Career Development," Personnel and Guidance Journal, XLIX (Dec., 1970), 300-302.

[13]Kenneth Mathey, "Counselors as Environmental Engineers," Personnel and Guidance Journal, XLIX (Feb., 1971), 440-442, provides valuable examples of how these practices may be used and notes the research on their successes.

[14]Robert Hoppock, Occupational Information: Where to Get It and How to Use It in Counseling and Teaching (Third Edition; New York: McGraw-Hill, 1967), Ch.14-18, Ch. 23.

[15]Chester K. Kleims (ed.) Materials and Methods in Adult Education (New York: Klevens Publishing Co., 1972), pp.17-8.

[16]J. Victor Baldridge (ed.), Academic Governance: Research on Institutional Politics and Decision-Making (Berkeley: McCutchan Publishing Co., 1971), pp. 4-5, 8-14.

[17]Op. Cit., pp. 21-25.

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